

# Year 7 ~ Curriculum Map for English

What are the intended aims for this year's curriculum?											
<ul style="list-style-type: none"> <li>To revise the content and skills covered in Key Stage 2</li> <li>To explore a range of text types from different time periods</li> <li>To introduce pupils to analytical reading and writing skills</li> </ul>											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s): <b>DYSTOPIA</b> <i>(Anthology Provided)</i>	Aim of A&R	Topic(s): <b>Poetry (Nature)</b> <i>(Anthology Provided)</i>	Aim of A&R	Topic(s): <b>Peter Pan</b> <b>Study of pre-1914 Novel</b>	Aim of A&R	Topic(s): <b>Peter Pan</b> <b>Continued study of pre-1914 Novel</b>	Aim of A&R	Topic(s): <b>Inspirational Children</b> <b>Non-Fiction Unit</b>	Aim of A&R	Topic(s): <b>Contemporary Novel</b>	Aim of EoY
'Big idea(s)' / fundamental concepts	What are the key features of a narrative? How can we use these to develop our own narrative writing?	What is a poem and how are poems different from other texts?		Character Study: How does the protagonist change throughout the text?		Character Study: How does the protagonist change throughout the text?		What are the features of non-fiction texts? How are inspirational children presented in them?		Thematic study: How does the writer present the theme of _____ throughout the text?	
Knowledge to be learnt	The plot of the text The conventions of a narrative Concept of narration Key descriptive features (imagery, sensory language etc) Use and choice of vocabulary for effect	What makes a text a poem? How different types of poem can convey different effects and meanings. How to identify form and structure and why this is important. Why writers write about nature.		Narrative and how to identify narrative perspective. Characters and how writers craft them How an author develops a protagonist's journey throughout a text		Narrative and how to identify narrative perspective. Characters and how writers craft them How an author develops a protagonist's journey throughout a text		Purpose and audience of non-fiction texts. Features of writing to inform and explain. Features of newspaper articles, leaflets, letters and diaries.		Narrative and how to identify narrative perspective. Themes and how writers develop them	
Key vocabulary	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/CHRONOLOGY/FLASHBACK/FLASHFORWARD/RISING ACTION/CLIMAX/FALLING ACTION/SIMILE/METAPHOR/PERSONIFICATION/EXTENDED METAPHOR/IMAGERY/SEMANTIC FIELD/OXYMORON/	FORM/OPEN FORM/ CLOSED FORM/ KENNING/ HAIKU/ LIMERICK/ SONNET STRUCTURE/ COUPLET/ RHYMING COUPLET/ RHYME/ RHYME SCHEME/ JUXTAPOSITION/ CAESURA/ ENJAMBEMENT/ REPETITION/ FOREGROUNDING/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ SEMANTIC FIELD/ OXYMORON/ ALLITERATION/ SIBILANCE/ ASSONANCE/ ONOMATOPOEIA	No Formal A&R- Fortnightly quizzes assessing progress.	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/ CLIMAX/ FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ SEMANTIC FIELD/ OXYMORON/	No Formal A&R- Fortnightly quizzes assessing progress.	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ SEMANTIC FIELD/ OXYMORON/	Assessment of comprehension skills and descriptive skills.	PURPOSE/AUDIENCE/NON-FICTION/INFORM/EXPLAIN/ DESCRIBE/ FIRST-PERSON/THIRD-PERSON/ JUXTAPOSITION/ CHRONOLOGY/ FORM/STRUCTURE/ FOREGROUNDING/ FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SPEECH / LETTER/ DIARY / AUTOBIOGRAPHY / BIOGRAPHY	Assessment of comprehension skills and descriptive skills.	PROSE/FICTION/NOVEL/FIRST-PERSON/THIRD-PERSON/NARRATOR/NARRATIVE/PLOT/FORM/STRUCTURE/FOREGROUNDING/FORESHADOWING/DYNAMIC CHARACTER/STATIC CHARACTER/ JUXTAPOSITION/ CHRONOLOGY/ FLASHBACK/FLASHFORWARD/ RISING ACTION/CLIMAX/FALLING ACTION/ SIMILE/ METAPHOR/ PERSONIFICATION/ EXTENDED METAPHOR/ IMAGERY/ ALLUSION/ SEMANTIC FIELD/ OXYMORON/	Assessment of key content throughout the year, including comprehension skills and descriptive skills.
The role of reading and comprehension	Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.	Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.		Embedded throughout: pupils read the original text(s), as well as reading widely around the text. The English curriculum is also supported by the KS3 Reading Curriculum.	
The role of independent extended writing	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.	Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.		Pupils regularly complete (at least once per week) extended writing tasks in response to their studied texts encompassing: creative fiction/non-fiction, comprehension, and analysis.	
The role of maths/ numeracy	N/A	Using number to help identify rhyme schemes.		N/A		N/A		How statistics are used to inform/explain – and the effects.		N/A	
Links to careers/ aspirations	Students study the skills and techniques of inspirational writers.	Roles that involve the natural world.						Roles in the media, journalism, communications.			

Core skills	<ul style="list-style-type: none"> <li>♣ learning and using new vocabulary</li> <li>♣ making inferences and referring to evidence in the text</li> <li>♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>♣ studying setting, plot, and characterisation, and the effects of these</li> <li>♣ write accurately, fluently, effectively and at length for pleasure and information</li> <li>♣ plan, draft, edit and proof-read</li> <li>♣ consolidate and build on their knowledge of grammar and vocabulary</li> <li>♣ speak confidently and effectively</li> </ul>		<ul style="list-style-type: none"> <li>♣ learning and using new vocabulary</li> <li>♣ making inferences and referring to evidence in the text</li> <li>♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>♣ recognising a range of poetic conventions and understanding how these have been used</li> <li>♣ write accurately, fluently, effectively and at length for pleasure and information</li> <li>♣ plan, draft, edit and proof-read</li> <li>♣ consolidate and build on their knowledge of grammar and vocabulary</li> <li>♣ speak confidently and effectively</li> </ul>		<ul style="list-style-type: none"> <li>♣ learning and using new vocabulary</li> <li>♣ making inferences and referring to evidence in the text</li> <li>♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>♣ studying setting, plot, and characterisation, and the effects of these</li> <li>♣ write accurately, fluently, effectively and at length for pleasure and information</li> <li>♣ plan, draft, edit and proof-read</li> <li>♣ consolidate and build on their knowledge of grammar and vocabulary</li> <li>♣ speak confidently and effectively</li> </ul>		<ul style="list-style-type: none"> <li>♣ learning and using new vocabulary</li> <li>♣ making inferences and referring to evidence in the text</li> <li>♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>♣ studying setting, plot, and characterisation, and the effects of these</li> <li>♣ write accurately, fluently, effectively and at length for pleasure and information</li> <li>♣ plan, draft, edit and proof-read</li> <li>♣ consolidate and build on their knowledge of grammar and vocabulary</li> <li>♣ speak confidently and effectively</li> </ul>		<ul style="list-style-type: none"> <li>♣ learning and using new vocabulary</li> <li>♣ making inferences and referring to evidence in the text</li> <li>♣ knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li> <li>♣ knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>♣ studying setting, plot, and characterisation, and the effects of these</li> <li>♣ write accurately, fluently, effectively and at length for pleasure and information</li> <li>♣ plan, draft, edit and proof-read</li> <li>♣ consolidate and build on their knowledge of grammar and vocabulary</li> <li>♣ speak confidently and effectively</li> </ul>			
Dept. enrichment activities	Various in conjunction with LRC e.g. 'event days' (National Poetry Day etc.), author visits etc.		Various in conjunction with LRC e.g. 'event days' (National Poetry Day etc.), author visits etc.		Various in conjunction with LRC e.g. 'event days' (National Poetry Day etc.), author visits etc.		Reading festival – around world book day.		Various in conjunction with LRC e.g. 'event days' (National Poetry Day etc.), author visits etc.		Various in conjunction with LRC e.g. 'event days' (National Poetry Day etc.), author visits etc.	
Home learning opportunities	Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Research the authors and read another of his/her texts		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Read a range of poetry independently Watch performance poetry live or on the internet		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Read a range of non-fiction (e.g. get a newspaper regularly)		Specific activities targeted to needs of students and related to the unit of study Private independent reading Keep a (creative writing) journal Research the author and read another of his/her texts	